

Lonsdale Nursery

22 Grange Road, HARTLEPOOL, Cleveland, TS26 8JB

Inspection date	07/04/2014
Previous inspection date	08/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development. This is because staff have a good awareness of how children learn. They make the most of opportunities to extend children's learning through play, and take into account children's individual interests and play preferences.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- Safeguarding is given high priority. Practitioners are very aware of the safeguarding requirements. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- The partnership with parents is effectively promoted as staff are skilled in sharing relevant information regarding child development. This ensures parents' active involvement in children's learning.

It is not yet outstanding because

- The impact on younger children when older children are playing football, particularly when playing in a confined space, is not always fully considered.
- The available role play outfits are themed and do not offer sufficient opportunities for children to be imaginative in their play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of parents' views through questionnaires and the information from the setting's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Lonsdale Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned provision and operates from a converted Victorian house in the centre of Hartlepool. There is a secure outdoor play area and this is easily accessed from the ground floor playrooms. The setting serves families from the local and surrounding areas.

The nursery is open each weekday from 7.45am to 6pm all year round, except for Bank Holidays and the week between Christmas and the New Year. There are currently 47 children on roll, 20 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs nine members of staff to work with the children, all of whom hold appropriate early years qualifications at level 3 and above.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and reflect on the risk factors to younger children when older children are using footballs
- provide more role play items that are open-ended, such as 'everyday' clothes, bags and hats, to further support children's make-believe play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make consistent progress in their learning and development because staff are confident in the implementation of the Early Years Foundation Stage Framework. Planning supports the next level in children's learning through the use of information gained from group and individual observations. Assessment records demonstrate children's achievement and gaps in their learning. These are skilfully addressed to support children's development at an optimum level. For instance, children's communication skills are developed well because staff encourage them to speak through various discussions and conversations. As a result, they are very confident and can express their opinions. Similarly, staff promote children's good progress in literacy, for example, recognising their names and learning to hold a pencil correctly to make marks. There are many opportunities for developing children's writing. For example, after making their bird feeder, they write their names to label their work. Parents have access to their children's learning

journal, which keeps them informed of their child's progress, and they are actively encouraged to share information about their child's learning at home. For example, regular opportunities are provided for parents to look at and discuss their child's progress and share their interests and the activities they have enjoyed at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. The progress check at age two is completed in conjunction with parents and gives useful information which supports children's learning at home and in the future.

Teaching is effective in the way staff question and talk to the children about what they are doing. This deepens children's thinking and develops their language and communication skills. The children are keen and eager to learn because staff take great care to watch carefully and notice what interests them. They then plan activities that are relevant and meaningful so that the children are often totally engrossed in what they are doing. For example, making the bird feeders stems from children's own interest in this. During group work they listen carefully and are eager to participate. Staff teach the children new and valuable skills, such as tying knots, which are key to children later being able to tie their own shoe laces. The children are able to concentrate for extended periods of time in activities that they choose for themselves. For instance, they work together to create a football tournament. School-age children support the younger ones to create a list of the teams that will play. Staff encourage them to think about what they have done previously and plan what they are going to do, so that they stay focused on their tasks. Children are gaining a good understanding of the world through play, and this helps them to develop skills for the future. They have planted parsnips, carrots and lettuce and learn how to care for them while they grow. Children use information technology with increasing confidence, which helps to promote their understanding of how things work.

Staff listen carefully to children and value what they say, ensuring that children feel appreciated and confident to make their needs known. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, receive sensitive support to meet their specific needs. Staff spend time engaging in games that children choose, such as draughts. They encourage the children to work out how many moves they have made and to carefully consider their move. Consequently, problem-solving skills are applied within a meaningful context. Children play imaginatively with props in the home area. However, there is scope to add items that are open-ended, such as 'everyday' clothes, bags and hats, to the available range of themed outfits to further support children's make-believe play. Staff thread mathematical concepts into children's play and the activities offered. For example, they encourage children to count how many football cards they have, and challenge them further to work out how they have left once a specific number has been removed. As a result, children learn that numbers can be fun. Staff provide good opportunities for children to explore different tools, medias and textures, such as, paint, cutters, scissors, dough, ribbons, card, fabrics, sand and water. This effectively supports children's physical development and senses as they handle, squeeze and manipulate different objects and gain control in using different tools, such as cutting with scissors. The outdoor space is compact but is generally used well. Children choose when they want to go outside to play and this provides them with some opportunities to be physically active. A dance teacher visits the nursery to work with

the children in the dance studio. This, combined with outings to the local park, means that children's physical skills are promoted well.

The contribution of the early years provision to the well-being of children

The nursery is a happy place where children are relaxed and have fun. Children feel comfortable and emotionally secure because the staff are kind and approachable and create a welcoming atmosphere. Priority is given to helping children to settle quickly when they start nursery, and parents are encouraged to stay for a short while during their child's initial visits. Children soon become confident as staff reassure them and explain things well so they know what is expected of them and what is happening next. As a result, relationships between children and adults are warm and friendly. Children choose independently from activities which are well set out or are easily accessible to them. As a result, they move around the setting safely and with confidence.

The inspection took place during the school holiday and the majority of those attending are out of school children. However, the older children play with the younger ones, which promotes the homely and family atmosphere because children are very comfortable with the mixture of ages. Children show in their actions that they feel safe and have trusting relationships with the staff. Staff actively encourage children to try things for themselves. This can be anything from buttoning up their coats to showing their readiness to learn through 'good sitting' and being 'ready to listen'. Children's behaviour is good. This is the basis of the nursery's work to prepare children for learning. Children are polite, welcome visitors and help each other. They look after the resources well and they are happy to help tidy up, wipe the tables and help each other when putting on aprons. Children are able to cooperate with their friends, take turns and show patience when waiting, for instance, as they play on the games console.

Children follow good health and hygiene practices with little reminding necessary. They automatically wash their hands after creative activities and before eating. The nursery is proud to have received a quality standard which highlights and gives acknowledgment to food providers who offer high quality, nutritious food. During lunchtime children help to serve their food and to clear their plates afterwards, therefore practising their independence skills. Staff are well deployed throughout mealtimes to engage with children and provide any assistance. This ensures that such routines are calm, sociable experiences. The safe outdoor area enables children to access fresh air and keep healthy and active while enhancing and developing their physical skills. Staff ensure that after school children are kept safe on the journey between school and the nursery premises by following consistently safe routines, whether they are transported by vehicle or on foot. Fire exits are clearly signed and unobstructed and children practise the evacuation drill regularly. Therefore, they learn how to keep themselves safe and to leave quickly and safely.

The effectiveness of the leadership and management of the early years provision

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. There are robust recruitment and selection processes in place to ensure the suitability of the staff. All staff have undertaken appropriate vetting as part of the setting's good recruitment procedures. Safeguarding features highly in induction and at the regular staff meetings, and all staff have attended external training. Secure procedures for the arrival and departure of children ensure they are handed over safely to a known adult. Risk assessments are routinely conducted to ensure that good standards of health and safety are maintained. However, staff have not fully considered the possible risk to others playing outdoors when older children are allowed to play with a leather football outside in the compact play area.

An annual appraisal and regular supervision sessions help staff to reinforce their good practice and identify any additional training needs. This means that competent staff look after children and are driving their professional development forward. In turn, this enhances the outcomes for children. The manager monitors the planning and assessment regularly to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are also regularly monitored to ensure a wide range of experiences are available to enhance children's learning and meet individual's needs effectively. This helps all children to make good progress in all areas of learning. The nursery has a successful relationship with parents, who are consistently informed about their child's development. They have opportunities to access the learning journals and to discuss children's progress with their child's key person. Feedback from parental questionnaires demonstrates a good level of satisfaction with the service. In particular, they comment on staff's competence in promoting children's development and the warm interaction with children and their families. The nursery works equally well with external agencies to support children's care and learning. Staff have regular discussions with other professionals involved in children's learning, such as the speech therapist. This means children with special educational needs and/or disabilities are supported effectively to progress well, given their starting points. When children attend more than one early years setting, relevant information is shared effectively to maintain continuity in their care and learning.

The manager and her team of staff have worked hard to continually improve their practice. The nursery's self-evaluation, including steps taken to promote improvement, is good. In addition to their own self-evaluation, they also complete the local authority quality assurance audit. This contributes to the in-depth reflection on practice to recognise strengths and identify areas for further development. Views, comments and preferences of staff, parents and children are also given high regard to ensure that the service is inclusive. For example, there has been significant development throughout the nursery of children's planning and assessment. Similarly, they have made good progress in establishing effective links with other providers when children are attending more than one setting. Written feedback from parents is positive. Their comments express their views, such as how they love the 'about me' observation sheets. Similarly they value the homely feel of the nursery, and how staff are happy and always available to help.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY410762
Local authority	Hartlepool
Inspection number	879695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	47
Name of provider	Lonsdale Nursery Ltd
Date of previous inspection	08/12/2010
Telephone number	01429 861 400

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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